

Course Syllabus
Mentoring: Professional Practice
ED 500, EDUC 600, T&L 900

Instructor: Loris Marcusen
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1. **Pre-requisite:** ND Teacher Mentoring

2. **Text:** Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*. Association for Supervision and Curriculum Development, 1996.

3. **Description:** Pre-requisite: ND Teacher Mentoring

This course will be comprised of the Framework for Teaching found in the course textbook by Charlotte Danielson. This framework is a reflective support and assessment process designed to assist beginning teachers as they grow professionally. The program is both structured and flexible, and consists of a series of activities focused on the process of teaching. It is designed to be used by mentors as they coach beginning teachers.

4. **Objectives:**

The participants (mentor and mentee) will be involved in formative assessment that is an ongoing learning process involving four phases: self-assess, develop strategies, implement a plan, reflect on the results. Specific objectives are as follows:

- Understand the role of the mentor/mentee
- Use the teaching standards
- Conduct classroom observations and provide feedback
- Examine evidence through standards and rubrics
- Assess teaching in relation to student achievement
- Reflect on their own practice as they provide guidance for their colleagues

5. **Topical Outline:**

The course will be ongoing throughout the 2005-2006 school year. Participants are required to attend a mentoring symposium in Bismarck on October 8.

6. **Course Requirements:**

A. Participants will log a minimum of 36 contact hours with their mentees during the school year. Monthly logs must be submitted, using the North Dakota Teacher Mentoring Log. The log will specify date, activity, duration of contact, goal/focus of contact, and outcomes of the contact.

B. Participants will attend the Mentoring Symposium on October 8 in Bismarck.

6A. Required Student Resources:

The following materials are provided for every participant (mentors and mentees):

- Danielson, Charlotte. *Enhancing Professional Practice: A Framework for Teaching*, ASCD, 1996.
- Wong, Harry. *The First Days of School*.
- Laminated “smartcard” of the Four Domains of Teaching.

Mentors and mentees will also receive the *North Dakota Teacher Mentor Training Manual*.

7. Evaluation Plan:

The evaluation will be continual as mentors submit monthly mentoring logs. In June, grades will be issued as follows:

S = Log a minimum of 36 contact hours during the school year and attend the Mentoring Symposium.

S = Log a minimum of 44 contact hours during the school year with an excused absence from the Mentoring Symposium.

U = Log fewer than 36 contact hours during the school year or incur an unexcused absence from the Mentoring Symposium.

OR

A = Log a minimum of 36 contact hours with mentee during the school year and attend the Mentoring Symposium.

A = Log a minimum of 44 contact hours with mentee and be excused from attending the Mentoring Symposium.

F = Log fewer than 36 contact hours with mentee during the school year or incur an unexcused absence from the Mentoring Symposium.

Students with Disabilities:

Any student with disabilities or other special needs, who needs special accommodations in this course, is invited to share these concerns or requests with the instructor as soon as possible.